



Report to the Legislature on After-School and Out-of-School Time Quality Enhancement Grants: 2013

Through state budget line item 7061-9611, the After-School and Out-of-School Time Quality Enhancement Grants provide funds to 68 school districts and community based organizations to enhance quality after-school and out-of-school time programming for more than 11,300 youth, and to provide training and technical assistance to approximately 1,000 out-of-school time educators.

May 2013

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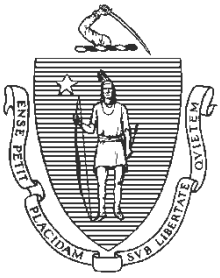
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Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: *After-School and Out-of-School Time Quality Enhancement Grants: 2013*, pursuant to [Chapter 139 of the Acts of 2012](#), line item [7061-9611](#) which is for:

“grants or subsidies for after-school and out-of-school programs; provided, that preference shall be given to after-school proposals developed collaboratively by public and non-public schools and private community based programs”

Out-of-school time (OST) programs provide children and youth with safe and enriching opportunities to support their learning and development. High quality after-school programs complement and enhance a child’s school day experiences, strengthen family involvement and engagement, and fortify school-community partnerships. As a result, grants funded through this line item assist schools and communities in enhancing the quality of OST programs that foster students’ academic, physical, emotional, and civic development.

In fiscal year 2013 (FY13), approximately \$1.4 million was awarded, through a competitive process, to 68 grantees to support quality enhancements, training and technical assistance for out-of-school time programs across the Commonwealth. The broad language of the line-item allows the Department of Elementary and Secondary Education (Department) the flexibility to prioritize fund use in order to meet local communities’ needs around out-of-school time programming. The grant funds support varied programs, services, training and technical assistance that reflect the mixed-delivery system for OST programming in the Commonwealth.

More than 11,300 students are projected to be served through school year and/or summer programs that receive grant funding in FY13. This total includes approximately 2,500 students with disabilities, 3,000 students who are English language learners, and 9,000 students from low-income families.

This grant program is a critical component of a coordinated effort to develop a quality system of OST services that meets the needs of children and families across the Commonwealth, while also assisting in our efforts to address proficiency gaps and prepare students for college and career. I am happy to address any questions that you may have regarding this report.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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I. Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this Report to the Legislature: *After-School and Out-of-School Time Quality Enhancement Grants: 2013*, pursuant to Chapter 139 of the Acts of 2012, line item 7061-9611:

“...provided further, that the department shall select grant recipients not later than September 30, 2012 and shall report on the preliminary results of said grants not later than January 11, 2013 to the secretary of administration and finance, the house and senate chairs of the joint committee on education and the chairs of the house and senate committees on ways and means...”

Out-of-school time (OST) programs provide children and youth with safe and enriching opportunities to support their learning and development. High quality after-school programs complement and enhance a child’s school day experiences, strengthen parent involvement and engagement, and fortify school-community partnerships. The After-School and Out-of-School Time Quality Enhancement (ASOST-Q) grants assist schools and communities in enhancing and providing comprehensive services that foster students’ academic, physical, emotional, and civic development.

In the fiscal year 2012-2013 (FY13) budget, the state appropriated \$1.41 million for the Department to provide quality supports and enhancements for OST programs across the Commonwealth. Allowable uses of funds include, but are not limited to the following:

- Academic tutoring and homework centers where content is linked to and based on the Massachusetts Curriculum Frameworks;
- Programs that improve the health of students, including physical activities, athletics, nutrition and health education, and exercise;
- Art, theater, and music programs developed in collaboration with the Massachusetts Cultural Council, local cultural councils, or cultural organizations in the Commonwealth funded by the Massachusetts Cultural Council;
- Enrichment activities not otherwise provided during the school day;
- Advanced study for the gifted and talented; and
- Community service and service learning programs.

The budget language further requires that funds shall be expended to convene regional networks, to work with the Department and the Department of Early Education and Care (EEC) to support the implementation of school-community partnerships. The opportunities for cross-agency collaboration to address the out-of-school time needs of students across the state are central to our work to create access to learning opportunities that support student learning.

II. Grant Awards 2012-2013

The Department awarded funds to grantees through a competitive process. By August 23, 2012, the Department received 157 proposals requesting nearly \$4 million. Sixty-three proposals were selected for funding with grant awards ranging from \$5,020 to \$22,450. Massachusetts public school districts, non-public schools, and public and private community-based organizations with existing out-of-school time programs were eligible to apply for funding. See Appendix B for a list of grantees.

The Department and EEC (see Appendix A) developed guidelines to inform collaborative statewide system-building efforts for out-of-school time services that will help children and youth in the Commonwealth to be productive and contributing citizens. Programs funded through this grant demonstrated current implementation of activities in each of these quality criteria areas: comprehensive academic/non-academic services, partnerships, serving special populations, family involvement, highly qualified staff, and evaluation systems. Grantees proposed to use grant funds to support activities to enhance at least one of the first five quality criteria areas listed above. All programs were required to propose measurable outcomes

In making grant awards, the Department considered geographic distribution in order to ensure that resources support children and youth in need of services across the Commonwealth. Program structure was also considered to ensure a cross-section of program types and sizes that reflect the state's mixed delivery system for OST programming. Finally, competitive priority was given to applicants who:

- Proposed to serve relatively high percentages of low-income children and youth;
- Receive contracts and/or vouchers from the EEC;
- Are, or partner with, school(s) designated as "Level 3" or "Level 4" under the Department's *Framework for District Accountability and Assistance*;
- Are or partner with school(s) with a Composite Performance Index (CPI) at or below the state average in ELA, and/or Mathematics, and/or Science;
- Proposed to serve children and youth with disabilities in inclusive settings;
- Proposed to serve children and youth who are English language learners (ELL) in settings with their English-speaking peers; and/or
- Have developed and plan to implement proposed activities jointly among at least three entities, including at least one public school, one non-public school, and one community-based organization (CBO).

Table A on the next page shows the distribution of grants awarded across regions. Funds were allocated across regions based on the number of proposals received from each region.

Table A: ASOST-Q, Grantees by Region (FY13)

Region	# grantees	% of grantees	% of applicants
Boston	17	27%	28%
Central	6	10%	11%
Greater Boston	8	18%	17%
Northeast	8	18%	18%
Southeast	9	10%	11%
West	7	17%	15%

Source: Grantee program applications submitted to the Department

Programs funded for FY13 are expected to serve more than 11,300 youth grades K-12. Funded entities include public school districts and community-based organizations with existing out-of-school time programming. Approximately 45 percent of grantees were also recipients of ASOST Quality Enhancement Grant funds in FY12. All grantees proposed to conduct activities through partnerships, and these will be implemented with a variety of types of entities, including public schools, non-public schools, and CBOs.

In addition, the Department received and awarded five proposals, each for \$10,000 to support convening regional networks and providing training and technical assistance for OST programs. See the bottom of Appendix B for a list of grantees. These providers will offer regional and/or statewide opportunities for approximately 1,000 OST educators on topics related to the quality criteria referenced above.

III. Summary of Use of Funding

FY12 Use of Funding – Year-End Summary

In FY12, the Department awarded the allocated FY12 funds to support 60 organizations as they implemented quality enhancements to OST programming. More than 7,000 youth benefited from these quality enhancements. Of these youth, approximately one-third (2,011) were English Language Learners, and 13 percent (889) were students with disabilities.

Organizations funded in FY12 partnered with nearly 300 additional schools and community based organizations to provide quality OST programming for the young people served. Grantees focused grant activities on enhancements to programming in the Department/EEC quality enhancement criteria areas: Comprehensive Academic and Non-Academic Programming, Partnerships, Serving Special Populations (in inclusive settings), Family Involvement, Highly Qualified Staff and Evaluation.

FY13 Use of Funding

The varied programs, services, and technical assistance being offered through this line item support local communities across the Commonwealth in providing and enhancing the quality of out-of-school time programs and services for children and youth. The following tables provide data on the scope of services to be delivered through these grants in FY13 to children and youth in kindergarten through grade 12.

All grantees were required to focus grant activities on making enhancements to programming using Department/EEC quality enhancement criteria. Table B below includes examples of such activities approved for FY13 grantees.

Table B: ASOST-Q, Selected Examples of Proposed Quality Enhancement Activities by Grantees (FY13)

Quality Enhancement Criteria	# Proposing Enhancements to this Criteria	Examples of Enhancement Activities/Services
Comprehensive Academic and Non-Academic Programs	51	<ul style="list-style-type: none">○ Programs are adding qualified teachers of English, mathematics, and science to integrate and align learning across the school-day and during OST.○ Programs are increasing opportunities for students to engage in the arts, project-based learning, service-learning and health/wellness programming.○ Many programs are working to integrate academic and non-academic programming to increase interest, relevance.○ Programs are enhancing summer programming to support 8th-9th grade transition and to stem summer learning loss.
Partnerships	33	<ul style="list-style-type: none">○ Nearly all programs are strengthening school/community-based organization partnerships in support of student achievement and social/emotional development.○ Programs are partnering with colleges/universities and local businesses to advance college and career readiness for their participants.○ Many programs are engaging volunteers to support programming.
Serving Special Populations	18	<ul style="list-style-type: none">○ Programs are acquiring adaptive equipment to support the participation of students with disabilities in programming.○ Community organizations are working with school's offices of English Language Acquisition to learn and implement consistent strategies to be used across school-day and OST.
Family Involvement	27	<ul style="list-style-type: none">○ Programs are enhancing family involvement activities to provide programs and services that meet the diverse needs of parents and families.○ Many programs are increasing communication with families and helping to bridge communication between school-day teachers, OST staff, and families.○ Programs are holding breakfasts, dinners, and other workshops for parents.○ Several programs are training staff to engage with families through home visits.
Highly Qualified Staff	28	<ul style="list-style-type: none">○ Programs are using grant funds to offer training and coaching that supports quality programming. Topics that will be covered include academic, social/emotional, working with special populations, the arts and more.

Tables C through E on the next page provide demographic information about the students served, program timeframe, grade-level, as well as a summary of additional sources of funding supporting grantees' programming.

Table C: ASOST-Q, Students Served (FY13)

Students Served	# of Students	% of Total
Students to be served by ASOST-Q grantees	11,300	n/a
Students Receiving Free/Reduced Price School Meals	9,000	79
Students with Disabilities	2,500	22
English Language Learners	3,000	24

Source: Grantee program applications submitted to the Department

Table D: ASOST-Q, Program Timeframe (FY13)

Program Timeframe	# of Programs
School Year Only	49
Summer Only	2
School Year and Summer	12

Source: Grantee program applications submitted to the Department

Table E: ASOST-Q, Grade Levels Served (FY13)

Grade Level	# of Programs
K-5	43
6-8	41
9-12	23

Source: Grantee program applications submitted to the Department

FY13 ASOST-Q programs were required to demonstrate sufficient additional funds to support ongoing OST programming without these grant resources. More than \$1.9 million in matching funds will support quality enhancements in FY13. ASOST-Q grantees are also leveraging additional resources from other state, federal, and local funding sources to support out-of-school time programs.

IV. Evaluation Activities

As part of the grant application, applicants were required to describe current evaluation activities in place to measure the effectiveness and impacts of their program services. Applicants also proposed measurable outcomes for each of the quality enhancement activities that will be implemented.

In partnership with the federally-funded 21st Century Community Learning Centers (CCLC) Program, ASOST-Q Grantees will be trained by the National Institute on Out-of-School Time (NIOST) to use the Afterschool Program Assessment System (APAS) evaluation tools. All grantees will utilize some of these tools and inform a statewide evaluation of ASOST-Q activities.

V. Conclusion

The Department coordinates the ASOST-Q grant program in collaboration with programs in other state agencies and other organizations in the OST field. In addition, the Department continues to identify opportunities for coordination between the ASOST-Q grant program and other Department initiatives that support expanded learning opportunities, including but not limited to the federally funded 21st Century Community Learning Centers (CCLC) program. Training opportunities provided through the Department, as appropriate, will continue to be offered to ASOST-Q grantees to support their work.

The ASOST-Q grant program, along with the other Department initiatives, are critical components of a coordinated effort to develop a system that meets the needs of children and families who require OST services across the Commonwealth while also assisting in our efforts to prepare students for success after high school.

Appendix A: Guidelines for Quality Enhancements in After-School and Out-of-School Time Programs¹

The following quality enhancement criteria have been established by the Department of Elementary and Secondary Education (Department) and the Department of Early Education and Care (EEC) to guide collaborative statewide system-building efforts for after-school and out-of-school time services that will help children and youth in the Commonwealth to be productive and contributing citizens. Programs applying for funds must demonstrate their implementation of these quality criteria.

1. **Comprehensive academic and non-academic services** – Programs provide a balance of academic and non-academic services, with a focus on one or more of the Department's curriculum frameworks (including those on the Arts, Comprehensive Health, and English Language Proficiency Benchmarks and Outcomes for English Language Learners). The combination of academic and non-academic services is coordinated through local partnerships that include the schools and the after-school and out-of-school time programs. The continuum provides meaningful and engaging connections for the student from school day to after-school and out-of-school time. Comprehensive academic and non-academic services include making the link between children's and youth's academic success and their overall development, including their healthy social-emotional development.
2. **Partnerships among school, community-based programs, and families** – Programs work collaboratively to build on community strengths to deliver effective services that provide continuity for students between the school-day and after-school programs. Local connections exist between programs supported by local, state, and federal funds that allow for collaboration, program coordination, and continuity of services. The local connections may include but are not limited to Memoranda of Understanding, agreements with the local schools, and use of the EEC school-age wait list when enrolling students.

In addition, programs work collaboratively to provide families with choice and access to effective and affordable after-school and out-of-school time services that meet the needs of the student and the family. Community support for these efforts can be demonstrated in a number of ways, including but not limited to matching funds, donations, or volunteer services.

3. **Serving Special Populations**
 - a. *Students with Disabilities* – Programs serve and support students with disabilities so that they may participate in after-school and out-of-school time programs and activities with their same-aged non-disabled peers.
 - b. *English Language Learners* – Programs serve and support students who are English language learners in after-school and out-of-school time programs that provide them opportunities to practice and develop their English language skills with proficient English speaking peers while developing other skills and knowledge.

¹ This information is also posted on http://finance1.doe.mass.edu/Grants/grants13/rfp/doc/530_d.docx

4. **Family Involvement** – Programs provide many and varied opportunities for families to be involved in their child’s after-school program, regardless of program setting (school, community-based organization) and schedule, including but not limited to: parent orientation; new parent mentoring programs; communication systems where information and feedback are shared with families as well as received from families; parenting education; continuing education; ESL support; advisory committees; etc.
5. **Highly Qualified Staff** – Programs hire staff with high academic qualifications and experience. Programs have staff available with training or education that addresses working with English language learners and/or students with disabilities. Programs collaborate to provide professional development opportunities that include public school, non-public school, and community-based organization staff. Professional development plans address topics and issues related to strengthening the quality of after-school and out-of-school time programs, including but not limited to training on the Department's curriculum frameworks, leadership and partnership development, and working with a diverse student population.
6. **Evaluation System** – Programs have designed and implemented a comprehensive evaluation system that assesses the effect of all of its programs and services. Programmatic and student-level outcomes are realistic and aligned with the goals and structure of the program. Evaluation data collected through this system are used to inform program improvements.

Appendix B: Quality Enhancements in After-School and Out-of-School Time (ASOST-Q) Grantees, FY13

ENHANCEMENT GRANT RECIPIENTS ²	AMOUNT
Action for Boston Community Development, Inc. (Boston)	\$22,450
African Community Education Program - ACE (Worcester)	22,450
Alliance for Inclusion and Prevention (Boston)	22,450
Artworks! Partners for the Arts and Community (New Bedford)	5,020
Boston Chinatown Neighborhood Center	22,450
Boys and Girls Club of Greater Holyoke	22,450
Boys and Girls Club of Middlesex County (Cambridge)	22,450
Boys and Girls Clubs of Boston	19,902
Breakthrough Greater Boston (located in Cambridge, serving Boston)	22,450
Brockton Day Nursery	22,450
Brockton Public Schools	22,450
Cambridge School Volunteers	22,450
Cape Ann YMCA (Gloucester)	22,450
The Collaborative for Educational Services (Northampton)	22,450
Community Day Care of Lawrence, Inc.	22,450
Community Teamwork, Inc. (Lowell)	22,450
Doc Wayne Athletic League, Inc. (Boston)	22,450
DotWell (Boston) = Health Services Partnership	22,450
Earthen Vessels (Boston)	22,450
Ellis Memorial (Boston)	22,450
Everett Public Schools	22,450
Family Health Center of Worcester	22,450
Family Service, Inc. (Lawrence)	8,726
For Kids Only (Peabody)	22,450
Girls Inc. of Lynn	22,450
Hennigan Community Center (Boston) = Jamaica Plain Community Centers	22,450
Holyoke Community College	22,450
Holyoke Public Schools	22,450

² This information is also posted on <http://finance1.doe.mass.edu/grants/grants13/awards/530.html>

ENHANCEMENT GRANT RECIPIENTS (continued)	AMOUNT
Housing Families, Inc. (Malden)	22,450
IS183, Art School of the Berkshires (serving Pittsfield)	22,450
John P. Holland Community Council	22,450
L.U.K. Crisis Center, Inc. (Leominster)	22,450
Little People's College, Inc. (serving New Bedford)	22,450
Malden Public Schools	22,450
Markman Children's Programs, Inc. (Attleboro)	22,450
Massachusetts Society for the Prevention of Cruelty to Children (Boston)	22,450
MathPOWER (Boston)	22,450
Mattapan Community Centers, Inc. - Gallivan Community Center (Boston)	22,450
Merrimack Valley YMCA (Lawrence)	22,450
MetroWest YMCA, Inc. (Framingham)	22,450
Mystic Learning Center (Somerville)	21,118
Nauset Youth Alliance (Brewster)	19,937
New Bedford Public Schools	22,450
North Brookfield Youth Center	22,450
Ohrenberger Community School Council (Boston)	22,450
Phillips Brook House Association (Cambridge)	22,450
Prospect Hill Academy Charter School (Somerville)	22,450
Rainbow Child Development Center (Worcester)	22,450
Raw Art Works, Inc. - RAW (Lynn)	22,450
Roslindale Community Center and Council (Boston)	17,360
Russian Community Association of Massachusetts (Lynn)	22,450
School on Wheels of Massachusetts (Brockton)	22,450
Sociedad Latina (Boston)	22,450
South Shore Stars (serving Randolph)	22,450
Southeastern Regional Technical School (Easton)	22,450
Springfield Day Nursery Corp., dba Square One (Springfield)	22,450
Upham's Corner Community Center (Boston)	12,396
Webster Public Schools	22,450
YMCA Greater Boston (Boston)	22,450

ENHANCEMENT GRANT RECIPIENTS (continued)	AMOUNT
Youth Action Coalition (Amherst)	\$22,450
Youth and Family Enrichment Services (Boston)	22,450
YWCA Malden Center for Women and Families	22,450
YWCA of Central Massachusetts (Worcester)	20,791
TOTAL	\$1,360,000

The following entities will provide regional and statewide opportunities for networking, training, and technical assistance (T/TA) for nearly 1,000 after-school and out-of-school time educators to support quality enhancements in programs.

GRANTEES TO PROVIDE TRAINING, TECHNICAL ASSISTANCE, AND NETWORKING	AMOUNT
<i>Build the Out of School Time Network (BOSTnet)</i> <i>(located in Boston, providing T/TA statewide)</i>	\$10,000
<i>Imagine That (located in Lawrence, providing T/TA statewide)</i>	10,000
<i>Massachusetts Afterschool Partnership (located in Boston, providing T/TA statewide)</i>	10,000
<i>ReadBoston (providing T/TA to the Boston region)</i>	10,000
<i>Salem State University (providing T/TA to the northeast region)</i>	10,000
TOTAL	\$50,000

Appendix C: Chapter 139 of the Acts of 2012

7061-9611 After-School and Out-of-School Grants³

For grants or subsidies for after-school and out-of-school programs; provided, that preference shall be given to after-school proposals developed collaboratively by public and non-public schools and private community based programs; provided further, that the department of elementary and secondary education shall fund only those applications which contain accountability systems and measurable outcomes, under guidelines to be determined by the department in consultation with the department of early education and care; provided further, that applicants shall detail funds received from all public sources for existing after-school and out-of-school programs and the types of programs and type of students served by the funds; provided further, that funds from this item may be used for a variety of activities, including but not limited to: (1) academic tutoring and homework centers where content is linked to and based on the curriculum guidelines promulgated by said department; (2) programs which improve the health of students, including physical activities, athletics, nutrition and health education and exercise; (3) art, theater, and music programs developed in collaboration with the Massachusetts cultural council, local cultural councils or cultural organizations in the commonwealth funded by the Massachusetts cultural council; (4) enrichment activities not otherwise provided during the school day; (5) advanced study for the gifted and talented; and (6) community service programs; provided further, that funds shall be expended for services that actively include children with disabilities in after-school programs that also serve non-disabled children and services that include children where English is a second language, including but not limited to: increased per-child reimbursement rates, additional staff, technical assistance, training and transportation; provided further, that the department of elementary and secondary education shall consult with the executive office of health and human services and the department of early education and care to maximize the provision of wrap-around services and to coordinate programs and services for children and youth during after-school and out-of-school time programs; provided further, that the department shall select grant recipients not later than September 30, 2012 and shall report on the preliminary results of said grants not later than January 11, 2013 to the secretary of administration and finance, the house and senate chairs of the joint committee on education and the chairs of the house and senate committees on ways and means; provided further, that for the purpose of this item, appropriated funds may be expended through August 31, 2013 to allow for implementation of said programs during the summer months; and provided further, that funds shall be expended to convene regional networks, to work with the department of elementary and secondary education and the department of early education and care to support the implementation of school-community partnerships.

³ This information is posted on <http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter139> and http://www.mass.gov/bb/gaa/fy2013/app_13/act_13/h70619611.htm.